

PS ABL 190
ICN 92492

AFGHANISTAN

Country Training Plan

Produced for USAID/Afghanistan
by
The Academy for Educational Development

Submitted June 17, 1993
Revised July 26, 1993
Revised December 15, 1993

Foreword

This Country Training Plan is intended to be dynamic, continuously reflecting changes in the host country situation, developmental needs, strategic and financial planning. Accordingly, it has undergone three editions relevant to three time periods.

The document was originally submitted to USAID/Afghanistan on June 17, 1993 with information current through the end of Fiscal Year 93's Second Quarter, March 31, 1993.

The first revision was submitted to USAID/Afghanistan on July 26, 1993 with data and information current through the end of FY 93's Third Quarter, June 30, 1993. The most significant revisions were related to the elimination of environmental issues as a target for future USAID interventions.

Additional data were presented to USAID/Afghanistan on August 18, 1993, which summarized number of trainees financed by USAID in FY 91, FY 92, and numbers completed or planned in FY 93: 24,056 in six projects.

This final revision, submitted December 15, 1993, incorporates information current through the end of FY 93's Fourth Quarter, September 30, 1993. Major revisions relate to the imminent closing of USAID/Afghanistan and, thereby, the elimination of proposed future training. Currently operating projects are closing in December 1993, April and June 1994.

Acronyms Used in This Country Training Plan

ACBAR	Agency Coordinating Body for Afghan Refugees
AED	Academy for Educational Development
AVICEN	Afghan Vaccination and Immunization Center
CEP	Commodity Export Program
DSTP	Development Support Training Project
ECA	Education Center for Afghanistan
ELP	English Language Program
EPI	Expanded Program for Immunization
IPH	Institute of Public Health
IRC	International Rescue Committee
MCH	Maternal and Child Health
MOE	Ministry of Education
MSH	Management Sciences for Health
NGO	Non-Governmental Organization
PPTP	Pakistan Participant Training Project
PTMS	Participant Training Management System
RHA	Regional Health Authority
SCF/UK	Save the Children Federation/UK
TOT	Training of Trainers
UNO	University of Nebraska at Omaha
USAID	United States Agency for International Development
VITA	Volunteers in Technical Assistance

Exhibits in a Country Training Plan

- Exhibit I: Funds for Supporting and Strengthening In-Country Training Institutions and Programs¹
- Exhibit II: Summary of Training Information for Previous and Current Fiscal Years
- Exhibit III: Summary of Training Information for Next Five Fiscal Years²
- Exhibit IV: Funds for Training Host Country Personnel³
- Exhibit V: Detailed Training Information for Next Five Fiscal Years⁴
- Exhibit VI: 1992 ACBAR Training Data Base

Training Acronyms Used in Training Plan Exhibits

PS	Pre-Service Training
IS	In-Service Training
STT	Short-Term Technical Training
LTA	Long-Term Academic Training
ICT	In-Country Training
TC	Third Country Training
US	US Training

¹ Exhibit deleted from this edition due to incomplete data; see previous editions for suggested format.

² Exhibit deleted from this edition due to termination of USAID assistance to Afghanistan; no training planned for next five Fiscal Years. See earlier editions for suggested format.

³ Exhibit deleted from this edition due to incomplete data; see previous editions for suggested format.

⁴ Exhibit deleted from this edition due to termination of USAID assistance to Afghanistan; see earlier editions for health and environmental information anticipated in the then-current USAID strategy paper.

Country Training Plan
USAID Afghanistan

A. Introduction

1. USAID's Priority Development Areas

The USAID Mission to Afghanistan embarked on a three-phase overall development strategy in 1991: the Survival Phase, which ended in April 1992; the Renewal Phase, from May 1992; and the Reconstruction Phase. Per the March 1993 Afghanistan Strategy document, the Reconstruction Phase was to concentrate on "... urgent social and physical needs" in three sectors: health, education and the environment. The document identified three strategic objectives for FY94 and FY95; to:

- reduce infant and child mortality;
- increase primary school enrollment for boys and girls; and
- increase tree cover.

Shortly after the issuance of the strategy paper, lack of funding dictated the deletion of the third objective, leaving only infant/child mortality and primary school enrollment as areas of concentration. A key focus within the remaining two objectives was the full integration of women and girls as critical to accomplishing sustainable development in any of the areas.

In November 1993, USAID announced its decision to close the Mission to Afghanistan in mid-1994; currently, therefore, there are no priority development areas to receive training assistance.

2. Country Policies and Systems for Allocating Skilled and Professional Labor

Definition of such policies and practices is not readily available due to the uncertain nature of the current Afghanistan national and provincial government authorities; as political and administrative stability return and such information becomes available - and when USAID assistance to Afghanistan is reinstated - it should be incorporated into subsequent editions of this training plan.

The original editions of this plan were restricted to the then-current strategic objectives and only itemized the training required to achieve them. At that time, the USAID strategy did not include training to meet more general development goals; e.g., labor force development, strengthening of training institutions, public administration of development programs.

B. Training Needs and Constraints

1. Training Needs

The socio-economic and political crises still embroiling Afghanistan dictate a broad spectrum of training needs which must be addressed before serious progress toward sustained development can be made. Afghanistan's productive capacity must be restored to pre-war levels, implying a need for training *inter alia* in business development, entrepreneurship, industrial management, and quality control. Economic policies must be restructured for growth, implying a need for training *inter alia* in macro- and micro-economic planning, statistical analysis, development planning, public administration. Simultaneously - by replacing with trained personnel the professional staff who were killed or emigrated during the war - public and private institutions need to be brought back to previous productivity standards; this implies an emphasis on training *inter alia* in management and public administration, as well as training in sectoral and sub-sectoral technical specialties.

Acknowledging that this massive training need was beyond the scope of the USAID Mission's earlier-stated strategic objectives, preceding editions of this plan addressed only sectoral training needs in health and education. More selectively, it included only the training required to achieve the specific objectives which were then anticipated. Specific health and education sectoral training needs suggested in the Afghanistan Strategy paper were itemized in earlier editions of Exhibit V. Detailed Training Information for Next Five Fiscal Years.

2. Training Constraints

Several factors dictate the approach to training and, if not addressed sensitively, pose constraints to training. These include but are not limited to: female lifestyle and role in society; destruction of infrastructure; low literacy rate, particularly among females; political instability in some provinces; lack of trained trainers; low social value of training *vis-a-vis* survival needs; limited training delivery systems in targeted sectors; changing government institutional support to federal or provincial development strategies.

C. Training Resources

1. In-Country and Regional Training Programs - Including Other Donor Activities - Relevant to Training Needs

Training programs for Afghanistan, and for Afghan refugees settled in Pakistan since 1979, emanated first out of a need to provide staff for basic relief projects funded by respective NGOs inside Afghanistan and in camps throughout Pakistan's Northwest Frontier, Balochistan, and Punjab provinces. Training during this period represented small initiatives by NGOs for their own staff in job specific skills required to perform tasks related to each NGO's program focus.

By 1985, several NGOs realized the need for technical training programs which could serve NGOs too small to accommodate their own training units, and training programs emerged in the following areas:

- English language
- Paramedic training
- EPI (Expanded Program for Immunization)
- Community health
- Vocational training (with a focus on income generation), and Primary and Secondary education

During the last half of the decade, training initiatives on both sides of the border increased significantly, partly due to the creation of the AID/REP Mission and its funding to the NGO community at large (American and non-American NGOs).

By 1989, virtually every NGO serving Afghans had its own in-house technical training, and the larger NGOs offered such training to the community at large. **Management Training** emerged as a new focus of training by many NGOs, as the Jalalabad offensive offered a hope for an end to the Afghan war, signalling a need for mid-level managers to rebuild the (Afghan) government infrastructure. Some of the larger NGOs provided such training in-house; however, IRC and SCF/UK emerged as the leaders in providing such training to the NGO community at large.

At the same time, NGOs moved more of their programs (including training) into Afghanistan, anticipating resettlement by those refugees who had been in Pakistan. **Program Monitoring and Surveying & Needs Assessment** training courses gained importance as agencies tried to maintain control of the quality of their cross-border programs and determine new development/reconstruction needs.

The resulting training programs evolved to reflect the refugee phenomenon, the unique cross-border efforts, and the fluid nature of institutions within Afghanistan. The training described herein is most often a blend of "In-Country" and "Third Country" training as the target audience is split between citizens in Afghanistan and refugees in Pakistan.

Currently, virtually every NGO is aware of the training courses offered throughout the NGO community serving Afghans and Afghanistan. While there is much duplication in training courses, NGOs defend it on the basis of special needs, financial constraints which force them to provide training in-house rather than pay another organization to do so, and a desire to establish themselves as specialists in technical and/or non-technical training.

A summary of training courses which were offered during 1992 by NGOs serving Afghans in Pakistan and Afghanistan is presented in Exhibit VI. This list was compiled by ACBAR; training programs provided by organizations which did not furnish such information to ACBAR are, therefore, not included.

2. Recent and Ongoing Activities and Resources to Support and Strengthen In-Country Training Institutions and Programs

In-Country Training Institutions in the customary USAID definition do not exist in Afghanistan, virtually all having been destroyed by the war. Nor - in its earlier assistance - did USAID target "ICT" institutions in Pakistan's refugee environment for direct assistance. However, many earlier USAID initiatives contributed significantly to an institutional and personnel resource base from which many such formalized institutions will grow when they are able to re-establish themselves inside.

Each of the recent USAID-funded projects had elements of organizational strengthening and training program support which can indirectly serve these emerging institutions. The Health Sector Support Project administered by MSH trained medical technicians, health service delivery personnel, and health trainers whose expertise will be essential in mounting any health training initiative. The Human Resources Development Project administered by AED trained vocational trainers, education facility managers, and curriculum planners who can support training activities in education and health sectors. The Education Sector Support Project administered by UNO produced trained teachers, teacher trainers, and materials development specialists required by any focused intervention in education. Whether delivered cross-border or inside Afghanistan, these initiatives created a cadre of trained personnel and trainers which can help achieve the training objectives of other donors continuing assistance to the country.

Specific examples, such as the Visiting Professor component of CRTA's Engineering Refresher Course and payment of faculty salaries at BTS Training Centers, were listed in earlier editions of Exhibit I, Funds for Supporting and Strengthening In-Country Training Institutions and Programs. Though not directed at training institutions inside Afghanistan, such examples were viewed as contributing to the future re-building of Kabul University's Faculty of Engineering and the Afghanistan Institute of Technology, respectively.

Beyond such indirect assistance, no financial resources were devoted to strengthening In-Country training institutions in the early 1993 USAID strategy paper; now, with termination of the USAID portfolio, even such indirect assistance is impossible.

3. Recent and Ongoing Activities and Resources to Train Host Country Personnel

The Afghanistan Scholarship Program and the Weber Scholarship Program comprised the most significant overseas training initiative in recent fiscal years: A total of 105 scholars were trained in the United States, primarily in medical specialties, business management, and public administration; 44 completed prior to FY 91, one in FY 91, 22 in FY 92, 36 in FY 93, and two will complete in FY 94.

Specific projects have included In-Country training programs in several fields: vocational skills in the former ESSP and HRD projects; agricultural skills in the former ASSP; business development and construction management skills in the former CEP; health services delivery in the former HSSP; engineering skills through CRTA⁵; NGO management skills through IRC/RAP⁶. Details of this training are summarized in Exhibit II, Training Information for Previous and Current Fiscal Years.

D. USAID's Five-Year Training Plan

1. Plans for Supporting and Strengthening In-Country Training Institutions and Programs

No direct - or discrete - interventions were planned to support or strengthen In-Country training institutions in the early 1993 USAID strategy. There were, however, some activities which could have had an indirect impact on In-Country training: management training provided to ECA conceivably could have been multiplied if funding to ECA had continued and if it assumed a broader training role; teacher training staff qualified under the then-planned new education project could have extended training activities through additional teacher training centers established in the future; similarly, TOT specialists created under the then-planned new health project could have enhanced IPH's training capacity.

2. Plans for Development Training

The early 1993 USAID strategy indicated there would no longer to be a broad-based human resources development - or training - project after April 1994 under which all training in USAID's Afghanistan portfolio could have been subsumed. All training anticipated at that time was to have been delivered through newly designed projects in the target sectors and, as noted earlier, conducted to help achieve the specific strategic objectives in each.

Earlier editions of Exhibit V, Detailed Training Information for Next Five Fiscal Years, summarized the content areas of training suggested by the March 1993 Afghanistan Strategy paper. However, because the planned projects will not be implemented, the information is no longer relevant.

The format suggested in earlier editions of Exhibit III, Summary of Training Information for the Next Five Fiscal Years, should be used to project numbers of new training starts in the event any new projects are designed.

⁵ At current writing, the future of CRTA is uncertain; IRC is attempting to obtain follow-on funding to continue the training previously funded by USAID.

⁶ After mid-1994, IRC will receive no further USAID funding; RAP activities may continue under assistance from another donor.

Similarly, the format suggested in earlier editions of Exhibit IV, Funds for Training Host Country Personnel to summarize funding information should be used as any new projects are designed.

3. Management Activities

a. Selection and Use

General training audiences were suggested in earlier editions of this plan, but not specifically identified. Criteria for selection of trainees could not be specified except in the most general terms like membership in a target population; e.g., newly employed female health workers (see earlier editions of Exhibit V). As target populations are specified in any future project designs, trainee selection criteria should be incorporated into the country training plan.

A guiding principle in trainee selection at all levels is to capitalize as much as possible on indigenous systems - if any exist - and avoid strictly USAID- or Contractor-driven selections. This applies more easily to selection of government workers for professional development, for example, than to selection of nursing mothers for health-care training.

Post-training employment projections, normally a part of this section, can only be determined and incorporated into a training plan after project design; at this point they are irrelevant.

b. Management and Support

As most of the training outlined in earlier editions of this plan was expected to be In-Country, it was anticipated that the majority of training activities would be designed, managed, conducted and evaluated by the contractors or organizations responsible for implementing the projects. In the few instances where Third Country or US Training was considered an option, English language support was to have been addressed on a case-by-case basis. Now, of course, with no training anticipated, this section is irrelevant; however, if USAID assistance is reactivated, details of a management process should be specifically outlined in future editions.

c. Monitoring and Evaluation

Generally, it is expected that project design will require each contractor to monitor the respective training under its jurisdiction. This would include providing the USAID Mission with *inter alia* proposed training schedules, lists of participants, completion reports, suggested follow up training or tracer studies.

Additionally, it is recommended that a training data base be maintained within any future Mission to compile records provided by individual contractors to provide a comprehensive summary of training initiatives undertaken in any new assistance strategy. A data base was maintained by AED/Peshawar to track Weber Scholars; it could be expanded and enhanced to meet this need. Alternatively, the data base program developed by AED/Islamabad to track DSTP and PPTP participants could be adapted. Finally, the PTMS software developed for

USAID is available to all missions and incorporates all training, not just US-based. If and when USAID renews assistance to Afghanistan and determines the scope and nature of its monitoring and assessment needs, it may wish to review PTMS for suitability.

4. Priorities for USAID Training Activities

If it were assumed that training priorities correlate with proposed levels of funding, the early 1993 USAID plan would have suggested health first and education second in both FY 94 and FY 95. However, this was not a valid measure of training priority - even then - given that other project components (e.g., commodities) in each sector were not defined. In the future, priorities of training must be determined within individual sectoral projects as they are designed.

To address any future Mission training priorities in the event assistance is renewed, it is recommended that Project Officers and project designers first designate a priority schedule within each project and, from that, Mission officers then chart a portfolio-wide priority list.

E. Conclusion

As USAID assistance to Afghanistan is terminated, the foregoing can only be read as a series of recommendations and a suggested format to design the necessary Country Training Plan when and if assistance is renewed.

EXHIBIT I:
Funds for Supporting and Strengthening In-Country Training Institutions and Programs (000)

Project Name and Number	Previous FY 91	Previous FY 92	Current FY 93	Future FY 94	Future FY 95	Future FY 96	Future FY 97	Future FY 98
Agricultural Sector Support Project 306-								
Health Sector Support Project 306-								
Human Resources Development Project 306-0212-C-00-2044-C0								
▪ CRTA visiting professors			20	85				
▪ CRTA faculty salaries			61	101				
▪ BTS faculty salaries			234					
Education Sector Support Project 306-								
▪ MTP faculty salaries								
IRC Cooperative Agreement 306-								
▪ CRTA visiting professors								
▪ CRTA faculty salaries								
▪ ELP faculty salaries								
TOTALS								

EXHIBIT II: Summary of Training Information for Previous and Current Fiscal Years (Completions per Fiscal Year)

Project Name and Number	Previous FY 91				Previous FY 92				Current FY 93			
	ICT		TC		US		ICT		TC		US	
	A	T	A	T	A	T	A	T	A	T	A	T
Agricultural Sector Support 306- • Agriculture • Engineering												
Health Sector Support 306- • Health Service Delivery												
Human Resources Development 306-0212-C-00-2044-00 • Basic Trade Skills • Engineering • ASP/Weber Scholarship												
Commodity Export Program 306- • Business Development • Construction Management												
IRC Cooperative Agreement 306- • NGO Management • English Language • Engineering												
Education Sector Support 306- • Basic Trade Skills • Teaching Methodology • ASP/Weber Scholarship												
TOTALS												

Key: ICT = In-Country Training; TC = Third Country Training; US = US Training; A = Academic (degree) Training; T = Technical (non-degree) Training

EXHIBIT III:

Summary of Training Information for Next Five Fiscal Years (Completions per Fiscal Year)

Project Name and Number	FY 94			FY 95			FY 96			FY 97			FY 98		
	ICT	TC	US	ICT	TC	US	ICT	TC	US	ICT	TC	US	ICT	TC	US
Agriculture Sector Support Project 306-	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A
Health Sector Support Project 306-															
Human Resources Development Project (306-0212-C-00-2044-00)															
Education Sector Support Project 306-															
TOTALS															

Key: ICT = In-Country Training; TC = Third Country Training; US = US Training; A = Academic (degree) Training;
T = Technical (non-degree) Training

EXHIBIT IV:
Funds for Training Host Country Personnel (000)

Project Name and Number	Previous FY 91	Previous FY 92	Current FY 93	Future FY 94	Future FY 95	Future FY 96	Future FY 97	Future FY 98
Agriculture Sector Support Project 306-								
Health Sector Support Project 306-								
Human Resources Development Project 306-0212-C-00-2044-00								
Commodity Export Program 306-								
IRC Cooperative Agreement 306-								
Education Sector Support Project 306-								
TOTALS								

EXHIBIT V:
Detailed Training Information for Next Five Fiscal Years

Number of Trainees	HEALTH Training Content Area / Target Audience	Type of Training	Training Location	English Requirement		Beginning Date	End Date
				Months in Country	Months in US/TC		
	Vaccination Methods/new EPI vaccinators	STT/ICT		n/a			
	Health Services Delivery/new health workers in urban areas	STT/ICT		n/a	option		
	Health Facility Management/new MCH facility workers	STT/ICT/TC		n/a	option		
	Health Services Delivery/new female health providers	STT/ICT/TC		n/a			
	Health Services Delivery/MCH personnel in IPH	STT/ICT	MCH/IPH	n/a			
	Health Services Delivery/EPI personnel in IPH	STT/ICT	EPI/IPH	n/a			
	Training of Trainers/female trainers on IPH and RHA staff	STT/ICT/TC					

EXHIBIT V, continued:
Detailed Training Information for Next Five Fiscal Years

Number of Trainees	EDUCATION Training Content Area / Target Audience	Type of Training	Training Location	English Requirement		Beginning Date	End Date
				Months in Country	Months in US/TV		
	Teaching Methodology/new male teachers	STT/PS/ICT		n/a			
	Teaching Methodology/existing male teachers	STT/IS/ICT		n/a			
	Teaching Methodology/new female teachers	STT/PS/ICT		n/a			
	Teaching Methodology/existing female teachers	STT/IS/ICT		n/a			
	Education Planning/MOE personnel	STT/ICT/TC		n/a			
	Education Economics & Statistice/MOE Personnel	STT/ICT/TC		n/a			
	Literacy/adult women	STT/ICT		n/a			
	Training of Trainers/female literacy trainers	STT/ICT		n/a			
	Education Management/ECA personnel	STT/TC		n/a			
	Education Management/MOE personnel	STT/ICT/TC		n/a			
	Education Management/Regional Education personnel	STT/ICT/TC		n/a			

EXHIBIT V, continued:
Detailed Training Information for Next Five Fiscal Years

Number of Trainees	GENERAL Training Content Area / Target Audience	Type of Training	Training Location	English Requirement		Beginning Date	End Date
				Months in Country	Months in US/TC		
	Data Collection/government personnel	STT/ICT/TC		n/a			
	Statistical Analysis/government personnel	STT/ICT/TC		n/a			
	Macro-Economic Planning/government personnel	LTA/US/TC			option		
	Public Administration/government personnel	STT/ICT/TC		n/a			
	Public Administration/regional authorities	STT/ICT/TC		n/a			

ADMINISTRATION & MANAGEMENT

1. Afghan Community Development Organization (ACDO)
2. International Rescue Committee (IRC)
 - Public Administration Program
 - Rehabilitation Program for Afghanistan
 - Rural Assistance Program
3. Islamic Relief Agency (ISRA)
4. Muslim World League
5. Human Resource Development (HRD)
6. Save the Children Fund-UK (SCF-UK)
7. University of Nebraska at Omaha (UNO)

AGENCY	TRAINING DESCRIPTION	TRAINING PERIOD	# OF GRADUATES	TARGET
ACDO	-Management	3 months		male
ARC	-Management/technical/language -Management/language	3.5 month periodic	50 20	ARC field staff ARC staff(m&f)
IRC/PA	-Typing courses -Computer courses -Management semester courses -Management intensive courses	3 months] 5000	male male male NGO staff
/RPA	-Shura management course	8 months		male
/RAP	-Admin/management/community participation/data collecting	3 months	250	Cross-border field workers
HRD	- -			
ISRA	-Management			
MWL	-Computer courses -Management courses			
SCF-UK	-Management skills	1-3 weeks	1083	NGO staff
UNO	-Computer courses -Management courses			

AGRICULTURE

1. Development Alternatives Incorporated (DAI)
2. Exprimint in International Living (EIL)
3. Islamic Relief Agency (ISRA)
4. Save the Children Fund-UK (SCF-UK)
5. Serving Emergency Relief and Vocational Enterprises (SERVE)
6. Swedish Committee for Afghanistan (SCA)

AGENCY	TRAINING DESCRIPTION	TRAINING PERIOD	# OF GRAD- UATES	TARGET
DAI	-Agriculture skills	3 months	300	DAI staff, Staff of Minst. of Agri. Afghan Staff of NGOs
EIL	-Extension	3 months	87	NGO staff
ISRA	-Extension	9 months		male
SCF-UK	-Agricultural statistics	1-3 weeks		NGO staff
SERVE	-			
SCA	-Extension	3-4 mont.	120	SCA staff
	-Plat protection	1-3 mont.	190	SCA staff
	-Agriculture survey	1 month	210	SCA staff
	-Seed multiplication	1 week	55	SCA staff

CONSTRUCTION/ENGINEERING

1. Afghan Construction & Logistic Unit (ACLU)
2. Danish Committee for Aid to Afghan Refugees (DACAAR)
3. Domestic Energy Saving Project (DESP)
4. International Rescue Committee (IRC)
5. Lajnat Al-Dawa' Al-Islamia (LBI)
6. Muslim World League (MWL)
7. Shelter Now International (SNI)
8. Volunteers in Technical Assistance (VITA)

AGENCY	TRAINING DESCRIPTION	TRAINING PERIOD	# OF GRADUATES	TARGETS
ACLU	-Construction supervisro			male
CCA	-Simple Tools Mechanics	8 months	10	male
	-Builidng construciton	8 months	20	male
	-Automotive repairing	8 months	24	male
DACAAR	-Foreman			male
	-Supervisor			male
	-Engineering refresher			male
	-Engineering evening class			male
DESP	-Masonry	8 months	64	male
IRC	-Engineers	4 years		male
	-Construction supervisors	8 months		male
LBI	-Masons			male
MWL				
SNI	-Pre cast concrete production		12	male
VITA	-Refresher	2-12 week	560	VITA+NGO staff

HEALTH

1. Afghan Aid Association (AAA)
2. Adventist Development & Relief Agency (ADRA)
3. Afghan Medical Aid (AMA)
4. Afghan Welfare Center (AWC)
5. Afghanistan Nothilfe (ANH)
6. Afghans' Health & Social Assistance Organization (AHSOA)
7. Aide Medicale Internationale-Afghanistan (AIMA)
8. Austrian Relief Committee (ARC)
9. Afghanistan Vaccination & Immunization Center (AVICEN)
10. Bakhter Unity Reconstruction Council (BURC)
11. Catholic Relief Services (CRS)
12. Cooperation Center for Afghanistan (CCA)
13. Darus Salam (DS)
14. Dental Clinic for Afghanistan Refugees (DCAR)
15. German Afghanistan Committee (GAC)
16. Handicap International (HI)
17. Human Concern International (HCI)
18. International Islamic Relief Organization (IIRO)
19. International Medical Corps (IMC)
20. International Rescue Committee (IRC)
21. Islamic Relief Agency (ISRA)
22. Italian Cooperation for Development (ICD)
23. Japan Afghan Medical Services (JAMS)
24. Khorasan Assistance Group (KAG)
25. Kuwait Red Crescent Society (KRCS)
26. Lajnat Al-Dawa Al-Islamia (LDI)
27. Management Sciences for Health (MSH)
28. Medical Refresher Courses for Afghans (MRCA)
29. Mercy Corps International (MCI)
30. Sandy Gall Afghanistan Appeal (SGAA)
31. Saudi Red Crescent Society (SRCS)
32. Save the Children Fund-UK (SCF-UK)
33. SERVE
34. United Medical Center for Afghans (UMCA)

AGENCY	TRAINING DESCRIPTION	TRAINING PERIOD	# OF GRADUATES	TARGET
AAA	-Mid-level HWs	6 months		male
	-BHWS	3 months		male
	-Mid-level HWs	1 year	53	female
ADRA	-Dental technicians	1 year	3	male
	-Dental worker	6 months	12	male
AMA	-LHVs	1 year	82	female
	-TBAs (dais)	3 months	40	female
	-Lab tech.	3 months	3	male
ANH	-Paramedics	1-2 year	1,000	male+female

AHSOA	-TBAs -Paramedic -Medical technician	1 year 6 months		
AMIA	-Advanced Mid-level HWs -Dental technicians -X-ray technicians -Lab technicians -TBAs (dais)	18 months 6 months 3 months 4 months	108 66 23 32	male male male male female
ARC	-CHWs -TBAs -Dental technicians -Microscopists/lab tech. -Vaccinators -Malaria supervisors	5 months 5 months 5 months	38 30 20	male male male
AVICEN	-Vaccinators	3.5-4.5 m.	379	male
AWC	-MDs -Mid-level HWs -Basic HWs -Anaesthesia technicians -Physiotherapists -Lab technicians -LHVs	1 year	6 120 60 8 4 4 15	male/female
BURC	-TBAs (dais)		35	female
CRS	-Community HWs -TBAs -Community HWs -Outreach workers		314 1,200 238 20	female female male male
CCA	-Health educators -BHws -TBAs (dais)	3 months 3 months 3 months	8 20 20	female female female
DS	-MD (for plastic surgery) -OT technicians -Paramedics			
DCAR	-Dental technicians -Dental refresher course			
GAC	-Health Workers			
HI	-Orthopaedic technicians -Physiotherapy technicians	18 months	10	male/female
IIRO	-Technicians (In Anaesthesia/ Lab & X-ray)	16 months	75	male
IMC	-Mid-level HWs -Lab technicians -Dental technicians -X-ray technicians			

IRC	-Lab technicians -Vaccinators -Community health educators			
ISRA	-Paramedics -Paramedics		530 57	male female
ICD	-Microscopists (for TB) -Refresher for microscopists	3 weeks 1 week	100 205	
JAMS	-Health workers -Special courses for MDs	4 months	18	
KRCS	-First Aiders -Resident medical officers -Orthopaedic technician -House job medical officer -Anaesthesia technician -X-ray technician -CHWs	6 months 1 year 2-3 years 4 months 3-6 mont. 3-6 mont. 3 months	285 25 2 12 40 40 60	male male male male male male male
LDI	-Paramedics -Lab technicians -X-ray technicians -OT technicians -Health workers	1 year 1 year 1 year 1 year 1 year		male male male male male
MSH	-Basic HWs -TBAs (dais) -Vaccinators	3 months	2,200	
MRCA	-Refresher courses	2-4 months	300	NGO staff
MCI	-Mid level HWs -Basic HWs -Technicians -Medical assistants	6 months 3 months 6 months 1 year		male male male male
SGAA	-Physiotherapy technicians -Orthopaedic technicians	1 year 2 years	44 12	male/female
SRCS	-TB technicians -Malaria supervisors -Mid-level HWs -Vaccinators -Field microscopists	6 months 3 months 9-12 mont. 3 months 3-5 month.	12 16 65 84 117	male male male male male
SCF-UK	-CHSS/CHWs -FHSS/FHWS			
SERVE	-TBAs (dais)			
UMCA	-Health workers -TBAs (dais)			

LANGUAGE TRAINING

1. Afghan Community Development Organization
2. Afghans' Health and Social Assistance Organization (AHSOA)
3. Al-Dawa Islamic Cultural Center (AICC)
4. Human Concern International (HCI)
5. International Islamic Relief Organization (IIRO)
6. International Rescue Committee (IRC)
7. Lajnat Al-Dawa Al-Islamia (LDI)
8. Voluntary Services Organization (VSO)

AGENCY	TRAINING DESCRIPTION	TRAINING PERIOD	# OF GRADUATES	TARGET
ACDO	-English	3 months		
AHSOA	-English			
AICC	-Arabic -English -Farsi			
HCI	-Arabic			
IRC/ELP	Higher intermediate level Engl	3.5 mont.	2,195	male
LDI	-Arabic			
VSO	-English			

TEACHER/INSPECTOR TRAINING

1. Afghan Women Resource Center (AWRC)
2. Balochistan Model Teacher Training Center (BMTTC)
3. Experiment in International Living (EIL)
4. International Rescue Committee (IRC)
5. Institutue of Teachers' Higher Education (ITHE)
6. Lajnat Al-Dawa Al-Islamia (LDI)
7. Muslim Aid International (MAI)
8. Solidarites Afghanistan Belgium (SOS*PG)
9. Swedish Committee for Afghanistan
10. Unviersity of Nebraska at Omaha (UNO)

AGENCY	TRAINING DESCRIPTION	TRAINING PERIOD	# OF GRAD- UATEE	TARGET
AWRC	-Primary teachers	1 year	40	female
BMTTC	-Primary teachers	3 months	41	male+female
	-Refreshment course	2 months	58	male+female
EIL	-Teachers	9 months	560	male
	-Headmaster	9 months	125	male
IRC	-Potential English teachers	10 days	500	male
ITHE	-			
LDI	-			
MAI	-Teachers			
	-Inspectors			
SCA	-In-service training	3 months		SCA teachers
SOS*PG	-Primary school teachers	1-10 week	2,700	NGO/CAR/Party teachers
UNO	-In-service training			UNO teachers

VETERINARY TRAINING

1. Community Development International (COMDEV)
2. Dutch Committee for Afghanistan (DCA)
3. Experiment in International Living (EIL)
4. German Afghanistan Foundation (GAF)
5. Global Partners-UK (GP-UK)

AGENCY	TRAINING DESCRIPTION	TRAINING PERIOD	# OF GRADUATES	TARGET
COMDEV	-Basic veterinary worker (BVW)			male
DCA	-Paravets	5.5 mont.	157	male
	-Paravet Refresher		5	male
	-Vaccinators		135	male
EIL	-Paravet	5 months	107	EIL+NGO staff
	-Refresher Paravet	2 months	18	EIL+NGO staff
GAF	-Paravet	5 months		male
	-Refresher	1 week	120	male DVMS
GP-UK	-			

VOCATIONAL TRAINING

1. Afghan Development Agency (ADA)
2. Afghan Women Resource Center (AWRC)
3. Afghanistan Rehabilitation Organization (ARO)
4. Al-Dawa Islamic Cultural Center (AICC)
5. Ariana Rehabilitation Committee for Afghanistan Reconstruction (ARCAR)
6. Austrian Relief Committee (ARC)
7. Catholic Relief Services (CRS)
8. Comite Afghan de Solidarity (CAS)
9. Cooperation Center for Afghanistan (CCA)
10. Coordination of Humanitarian Assistance (CHA)
11. Cultural and Relief Foundation of Afghanistan (CRFA)
12. Danish Committee for Aid to Afghan Refugees (DACAAR)
13. Domestic Energy Saving Project (DESP)
14. Experiment in International Living (EIL)
15. Free Welfare Society for Afghan Disables (FWSAD)
16. GTZ/Technical Training Program (GTZ/TTP)
17. Human Concern International (HCI)
18. Human Resource Development (HRD)
19. International Islamic Relief Organization (IIRO)
20. International Rescue Committee (IRC)
21. Islamic Relief Agency (ISRA)
22. Iajnat Al-Birr Al-Islamia (LBI)
23. Muslim Aid International (MAI)
24. Norwegian Project Office (NPO)
25. Ockenden Venture (OV)
26. Saudi Red Crescent Society (SRCS)
27. Save the Children-USA (SC-US)
28. Sayed Jamaluddin Afghani Welfare Organization (SJAWO)
29. Serving Emergency Relief & Vocational Enterprises (SERVE)
30. Soliderate Afghanistan Belgium (SOS*PG)

AGENCY	TRAINING DESCRIPTION	TRAINING PERIOD	# OF GRADUATES	TARGET
ADA	-Carpentry	6 months	22	Male students
	-Kitchen Gardening	3 months	87	Female
	-Leather work	6 months	43	students
	-Welding	6 months	41	Male students
AWRC	-Hand & machine knitting/sweing	6 months	1,240	female
ARO	-Handicrafts/tailoring	6 months	25	Women
	-Mazara weaving			Disabled
AICC				
ARCAR	-Masonry	6 months	70	male
	-Carpentry	6 months	70	male
ARC	-Different skills (Elc/Radio, carpentry, tinsmithry, welding, blacksmithry)	1 year	714	Male & disabled